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## **Fifth Grade Social Studies United States History and Government**

### **PEOPLE**

**Standard 4:** Students will expand their knowledge of Pre-Reconstruction America.

**Objective 1:** Analyze the role of American Indians, explorers, and leaders in the development of the New World.

- a. Explain the contributions of American Indians to the success of colonization.

**Topic:** The Plymouth Colony – Investigate the interactions between the Native Americans and the colonists.

**Stage 1 Desired Outcome:** Students will contrast and compare the Native American and European cultures at the Plymouth settlement. Focus will be on how the Wampanoag tribe contributed to the success of the colony.

**Essential Question 1:** What were the similarities and differences between the Native Americans and the early colonists at the Plymouth settlement?

**Stage 2 Assessment Evidence:** Students will split into two main collaborative groups. One group will be assigned to research the Pilgrim (European) inhabitants of Plymouth (clothing, religion, food, etc.) and the other group will research the Native Americans and their contribution to the success of the colony. Both groups will collect information to share with the other group.

### **Materials and Resources:**

1. Hardware Requirements: Computer lab with internet access.
2. Software Requirements: Macromedia Flash Player 6 and iPix (both provided at the Plimouth site...)

**Pre-Activity Preparation:** As part of this objective, discuss with the class about how the Wampanoag tribe at the Plymouth settlement might have contributed to the success of that colony. How did they dress? What kind of dwellings did they live in? Class answers could be recorded on a large poster paper to review later.

\*Make sure the software above is installed on the computers. This will save time and trouble later...

### Stage 3 Learning Strategies:

1. Go to the computer lab and have the students log into <http://www.plimoth.org/> Have them take the “virtual tour” and see the inside of a Wampanoag dwelling, etc. Let them explore the site and examine the various historical perspectives and write down/printout what they find. This site has a wealth of information and resource for teachers and students that can be easily accessed.
2. Gather the class back together and discuss students’ findings, focusing on the contributions made by the Wampanoag tribe to the success of the colony.
3. Have each class create an art project in which they portray themselves as Wampanoag kids in the 17<sup>th</sup> century. Have them include period dress and what their home would look like if they lived in the 17<sup>th</sup> century.

### Internet Resources:

- \* **Plimoth Plantation – Living Breathing History**,  
[<http://www.plimoth.org/>]
- \* **America’s Homepage**  
[<http://pilgrims.net/plymouth/>]
- \* **Scholastic** for teachers  
[<http://teacher.scholastic.com/researchtools/researchstarters/plymouth/>]

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